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ABSTRACT

This paper emphasizes the need for early childhood teachers to value themselves more highly in order to better their work with young children. The goal of working with children must be to build their self-esteem so they like themselves as human beings. The document (1) reviews research findings that will help teachers make insightful caregiving decisions, (2) describes early learning in group care, and (3) suggests numerous positive discipline techniques. The review of research describes findings concerning attachment, attachment and competence, control and competence, sex differences in early childhood education, factors influencing language development, the relationship between physical punishment and child competence, television and prosocial development, child abuse and the early childhood classroom, and the effects of day care on child development. The discussion of early learning in group care describes the development of object permanence, the understanding of means-ends and causal relationships, classification ability, seriation, and aspects of language development such as functions of early speech productions. Interspersed in the text are suggestions of ways teachers can most appropriately influence young children's development. The discussion of discipline techniques briefly reviews a few books written on the topic and suggests many positive ways of influencing children's behavior. (RH)

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Understanding Children's Behavior in Groups

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Let us begin with a little anonymous essay called "Tragedy".

"I always wanted a red balloon. It only cost dime, but Ma said it was risky; they broke so quickly. And besides, she didn't have a dime. And even if she did she didn't think they were worth a dime. We lived on a farm and I only went to one circus and one fair. And all the balloons I ever saw were there. There were yellow ones, blue ones, and the kind I liked best were red. And I don't see why Mama couldn't have stopped and said that maybe I could have one, but she didn't. I suppose that now you can buy them anywhere and that they still sell red ones at circuses and fairs. I got a little money saved, to buy me some balloons, but somehow there is something died inside of me and I don't want one now." The moral of such a reminisence is that a major un-secret goal of working with children individually or in groups must be to build their self-esteem so they like themselves as human beings. They may never be Albert Einsteins and they may never go in a rocket to the moon, and they may never become sports stars - but with the help of parents and teachers they will be decent human beings who feel comfortable inside their own skins and feel they have gifts to contribute. They will live on this earth without hurting other people and without needing to do all the distorted things we humans do to show that we're not OK inside-like brow beating, belittling others, or making doormats of ourselves for others, letting others beat up on us, overeating horribly, drinking a lot, chain smoking. All the things that show that deep inside we're sort of nervous about whether we're really OK

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people. The whole secret of working with children well is to enhance self-confidence as well as to make sure they've memorized their 2 X 3 tables or learned the correct spelling of a word. In the brief tale told above, that balloon was very special to the child. The fact that Mama wouldn't buy it for her when it was so wanted hurt. This one small hurt was a symbol to the child, wasn't it? Its meaning was: "I'm not special enough". Now perhaps if the mother had given other signals about how special this child was, the balloon episode would have assumed much less significance later on in life. You realize that. But it is interesting that children decide often what it means when we don't look at them with a friendly face or when we don't ruffle their hair the way we tenderly ruffle someone else's hair or that they are rarely chosen to sit close to us during storytime. Children make our gestures and our words into symbols. Hopefully, the symbol says: "Teacher thinks I'm OK, teacher thinks I'm wonderful. I'm good. I can do it." Or teacher doesn't believe that.

Lots of teachers don't know how to make children feel OK. Somewhere inside they have been led to believe that a child is only OK in school if she gets 80's, 90's and 100's on tests. And lots of children in this world are never going to do very well academically. When you are a trained teacher you are supposed to help children all develop their utmost potential in the classroom as academic learners and indeed that remains valid. But let's face it; some kids won't ever do very well on the spelling tests and the arithmetic tests. Those are children who are likely to be in danger of failing what Erikson calls the fourth nuclear conflict in emotional development: Feeling industrious and capable versus a life-long feeling of inferiority. "Can't write so good, can't read so good, can't compete so good either. I'm not so good in school. I hate school. My teacher's mean to me." Sometimes we are mean to children. If the teacher's message is: "The only thing that makes you a good person is if you're

getting very high grades in my classroom in academic subject matters." So how shall you work with children in groups or individually, to help them feel that you really believe they are good persons and you feel they are likeable? One of the great tragedies of some foster care situations, some teen parenting situations and some classroom situations is that some children feel that they are bad or stupid or a nuisance.

Some teachers make children feel they are good, beautiful persons. I know a high school teacher who gave his kids an assignment of writing an essay: "Write an exaggeration. A paragraph about something that couldn't possibly be true about you." And one girl with buck teeth and braces and who felt she was very ugly wrote in her paragraph, "I am the most beautiful girl in the world". And her teacher wrote back on the paper, "This is an exaggeration?". And she said to me years later "This was one of the loveliest things that ever happened to me." You can't give a greater gift than someone liking himself or herself. Rejection breeds rage and/or grief. Angry or depressed people can't love other human beings easily in turn, when they grow up and become mothers and fathers or teachers. Bitterness begets bitterness, self hatred begets hatred of others. So if you feel that somewhere in your own life someone did not give you enough loving feelings toward yourself, <u>then the first precept about working with kids in groups is to find ways to love yourself as a teacher better</u>.

Find support systems for yourself, so that you begin to think of yourself as an "OK" person the way you are. You may not have Vivian Leigh's face, you may not have Elvis Presley's swivel hips, you may not have enough hair on your chest, you might have big thighs and being skinny like Twiggy is"in"for this year. You may have acne, you may have straight hair when you would rather have curly hair, but <u>you are OK, as you are, as a human being</u>. If you don't feel that about you, something about your grief inside and your dis-

comfort inside your own skin and your clothes and the way you are, will rub off so that you will project some of that feeling onto children, that they're not "OK". So that part of the work of working with children is to do therapeutic work on ourselves. How can you like yourself better? What do you do? What gift do you have that's really special that somebody else doesn't have. What positive ways have you treated a particular friend or person whom somebody else hasn't been thoughtful enough about? Like yourself. You will then find it easier to work with children, individually or in groups.

RESEARCH KNOWLEDGE AS AMMUNITION TO ENHANCE UNDERSTANDING

To help children flourish well, we need to understand their development. Research evidence provides some of the "ammunition" we need to combat ignorance which can prevent us from understanding children in our care. First, then, let us discuss researchers and their findings, so that in different areas of development, you have a knowledge base from which to make insightful caregiving decisions. Then we will discuss early learning, and, lastly, positive discipline.

Attachment

The first researcher I want to talk about is Dr. Mary Ainsworth because some of her work is so fundamental (1982). At Johns Hopkins, Mary Ainsworth went into the homes of middle class mothers for a whole year during the infancy of the little children. She looked at maternal styles of caring for small children. Some mothers were fairly insensitive to their babies fussings and cryings. Other mothers didn't let their babies cry. They picked up the baby who was crying very quickly, interpreted the distress signals accurately, and tried to meet the infant's needs without putting it down right away still unsatisfied. The need-satisfied babies, when observed at the end of the first year, used crying as a signal much less and used other signals like cooing, calling, smiling, tugging, much more than the insensitively cared for infants. Mothers who picked up their babies promptly also seemed to be

mothers who held their babies more tenderly, not like a sack of potatoes, nor as if it were a chore. Another thing they did was to feed babies with real responsivity to the baby's desires, so that the baby was not being forced-fed or teased to wait for his food. Feeding went more gently, more responsively in terms of the child's needs for control. Responsive mothers also gave their babies more floor freedom. Freedom to be on the floor means you can push up and start creeping and crawling and stand up next to furniture when you are ready. How about the babies? Those babies nurtured by sensitive mothers not only cried less, they were more compliant with maternal needs. If mom had something to do, those babies could be put down more easily, to entertain themselves without screaming loudly for someone to pick them up again. Dr. Ainsworth in further research, created the "Strange Situation" techniques, where she had a baby with mama in a room. Then a stranger entered, and stayed: then mother left baby with stranger. Then mother returned. This procedure happened twice. Babies who had experienced feeding gentleness, tender holding, prompt pick up and comfort when upset, and floor freedom responded to mother's comforting on her return to the room. They calmed down. And they relaxed on mama's body. Then, when the mother stayed in the room for the next three minutes of that strange situation experimental procedure, they proceeded to get down off her lap and play constructively with toys. These securely-attached infants could use mother as a base to move out into the world of toys to play well. Insecurely-attached infants could not use mothers for accepting comfort and playing constructively afterward.

Children who shadow you and drive you crazy as a pre-school teacher, shadow you because they are not yet ready to trust that they can use you as a sure source of courage. How is courage built? Courage is built when a baby is playing happily alone and then turns around to make an eye contact with

a loved caregiver and keeps on playing well. Courage is being built when a child moves to another room and then dashes back to make sure that the loved parent is still there, and then feels reassured and can run off to play again. Courage! I once wrote a paper called "Courage, Compassion and Competence: The Gifts of Families." And these are gifts (Honig, 1982a). Courage grows because someone has made you feel that his or her body is there for your loving. That body will protect you. Have you ever watched a little one on a beach with parents?

> Larry and his mother were sitting on the beach early one morning. Baby sister was sleeping in a carriage nearby. The two-and-a-half year old dug peacefully in the sand with his shovel as mama watched him at play. Suddenly he saw a huge machine bearing down on them - a sand tractor that moved slowly along, sweeping up beach debris. Frightened by the monster machine, Larry did not attempt to run out of its path. Instead, he ran the few feet that separated him from his mama and dove into her lap and buried his head. Mama meant safety.

If a young child has a secure affectionate attachment to parents, then the parents become the source of safety, security, comfort and ultimately, courage for the little ones.

In some ECE classrooms, there are aggressive children who have learned from their family life not to trust others. If a peer brushes past them running, they see this as a threatening action and may whirl with clenched fists to defend themselves. Such insecure, angry children expect that the world will be as unloving and uncherishing as their family experience has proved to be. They project evil intentions on others. They mistrust the motives of peers and the motives of teachers. To help such children, who are often tense, teachers will need to build up many experiences of loving interactions, trustable ministerings to needs. Shoulder rubs, back rubs will help. Your body has to become a source of refuge for such a child. If that child has a disappointment or a frustration, does the child come to throw himself in your lap? Does she need to be cuddled by you when she feels let down? If so, you

are on your way toward building courage and a sense of how caring helps in situations of emotional stress.

Don't worry about fancy clothing in ECE classrooms. These are not places where teachers need to look immaculate. Be yourself. Be available for body comforting. Let young ones touch you. If you do not speak sharply as they reach a hand toward your necklace or your eyeglasses, they are less likely to have tense arms and to jerk your adornments off. Help your children to touch gently, calmly.

The most important research that has taught us about how caring builds courage is the classic work of Dr. Harry Harlow (1964). You will remember that Dr. Harlow raised some baby monkeys without their mothers. Some had a wire mother with a nippled bottle attached to her midsection. Some had a cloth mother. Sometimes both surrogate mothers were available. Babies who had a cloth mother available for hugging, hugged her and clung to her. Even when she did not have an attached bottle, the cloth mother gave contact comfort. If later, the babies were placed in scary open field situations, with strange toys, they became very distressed, screamed, rocked and froze. As soon as their beloved soft terry cloth mother was put in the cage with them, they climbed up, gave a hug, got courage and went down off the surrogate mother's body to explore this strange environment and to examine the toys that had so frightened them only minutes before. Courage flowed from contact with the cuddly body of the surrogate mother.

Harlow's research has also shown us that babies and young children accept us as we are. You don't need to be a movie star or fit the latest fashion ideals to be well loved in a relationship with very young children. When Harlow's baby monkeys were reared with a terry cloth mother who had just a plain block of wood for a face, they loved her just that way. When Dr. Harlow swiveled the block head so that what was facing the baby monkey was a strange

painted face, then the babies defecated, urinated, screamed, went into a tantrum and batted the face, until it turned around and the nice old block head mama was back in place. These researches are very powerful lessons for us. Your little ones will love you just the way you are. Fatter, skinnier, funny faced, buck teethed, stringy hair, flying hair, frizzy hair, it doesn't matter. If you try to change, they will get scared, because you are their beloved, and they don't want a movie star face after they've grown to love your face. So, love the face that you have, love the self that you have as you work with young children. They love you just the way you are. This should make you feel really good about being an early childhood person. When we give loving, responsive care, small children love us the way we are, double-chins, gray hair and all.

Let us return to the "Strange Situation" research. Dr. Ainsworth found that when mama came back into that strange situation room, some of the babies did not accept comfort from her easily. That is, they let mama pick them up because they were distressed at her having gone out of the room. But once they got into her arms, they wiggled free and tried to get down right away. These "C" babies, as she calls them, were ambivalent about accepting comfort. There were other babies whom she called "A" babies, who were avoidently attached. "A" babies had cold mothers who didn't like to be touched. When mama returned to the room those "A" babies didn't look as if they wanted mama to pick them up. They didn't even seem distressed when she left, but even if they were distressed they did not seem to enjoy contact on mom's return. Mothers of "A" babies in Ainsworth's work turned out to have been very cold and not giving of body comfort, and loving, and not liking physical contact. Thus, if you feel very uncomfortable about physical contact, maybe you should go and sell girdles or plumbing supplies and not work with young children. Because little

children need your hips, your breasts, your thighs, your shoulders, your backs. Have you ever seen pictures of Chinese mamas carrying babies around on their backs? This a traditional body-carry method in Asia. When I visited China, I watched preschoolers at play in a street. Their older brothers and sisters were kneeling down to handle building materials scattered in the street. The little ones tried to jump and climb right on their siblings' backs. The back was where they had been nurtured bodily in infancy by mother's tender care. In other cultures, such as Mexican, mothers also carry little ones on their bodies. Body cuddling can help prevent the development of avoidant "A" babies.

Ainsworth's "C" babies turned out to have mothers who were very insensitive to infant signals. "C" mothers did not interpret baby signals correctly. Perhaps they gave a bottle <u>every</u> time baby cried, when baby may have had a gas bubble, or simply wanted some adult company, or wanted a position change, or to be carried or nuzzled. Sometimes babies just need your company and conversation. Pat them. Tell them what a big round tummy they have or how delicious their toes taste. In Ainsworth's work, only the securely attached "B" babies would play in an organized, competent manner with the toys rather than cling near mother after her return to the "Strange Situation" room.

<u>Attachment and Competence</u>

Dr. Alan Sroufe has measured the Ainsworth attachment of infants in the first year of life and then brought them into a laboratory situation when they were toddlers in order to see how earlier attachment classifications relate to later competencies in the laboratory (1979). He set up experiences that would involve the child having to solve a problem through the use of a tool. For instance, there was one teeter-totter with a fulcrum in such a position that only if you ran to one end of the teeter-totter and pushed it up would a long arm reach down at the other end and scoop up a piece of candy. Well, that

can't be done by one little child. You would need one person to go for the candy and one person to stand at the other end of the fulcrum. A child needs to go and get someone to be a helper. Other tasks were easier, such as two wooden narrow walls with an interesting toy too far back to reach without using a tool, such as a long, wooden basting spoon, or a xylophone stick, or something to pull the toy toward you.

Toddlers who had been securely attached as infants, tried harder and longer in Sroufe's research to get the problems solved. They were more persistent. Insecurely attached infants, when later placed in this situation, gave up easier and threw more temper tantrums from frustration. The securely attached babies, when the problem was very difficult, went and secured the help of a parent in solving these problems. They were much more compliant and cooperative with the parent's suggestions than the insecurely attached children. Incidentally, the insecure toddlers were more likely to ask the experimenter to come over and give them a hand, than their own parent. So, Sroufe's research, at the University of Minnesota, is very powerful, because it shows us something that a lot of psychologists never thought of before. How intertwined early loving and learning are! Little ones don't learn as well or persist at trying to solve problems as well if the basic loving is not there.

There are some of you who might say, "Listen Doctor Honig, I had teachers who were the most unloving in high school and, I passed that algebra course despite the fact that I hated that teacher's guts and I think she hated my guts," etc., etc. You had more strength then, when you were a teenager and maybe you had some loving at home. But little, tiny children cannot make it into the world of these fine learners without loving experiences. They will not make it well. So if you think of yourself as a teacher person, and that means that you have got to get their ABC's shoved in, and you've got to teach

them that 1 + 2 is 3, above all else, and they do not have a secure, loving person somewhere in their background then you probably will be very frustrated as a teacher. A loving relationship with you for some children will make all the difference as to whether or not they will do the learning that will give you your rewards as a teaching person. Sroufe's research has given us this interlocking key. Loving and learning are intertwined in the early years. Later, the Blocks, Drs. Jeannie and Jack Block, went on to look at these children from Sroufe's research when they entered kindergarten and first grade. The Blocks found that some children observed in kindergarten and first grade classes functioned well, with materials, with learning to read, the relationships to teachers, and peers. They solved their social problems well and were more likely to be ego-resilient. If something went wrong, they got over it or they found a way to bounce back without staying upset all day. They had more ego control and did not fly off the handle and go into a temper tantrum, or start fighting with other children, or spit at a teacher if they were really upset or frustrated. Can you guess the attachment classification of these more resilient children way back there in their first year of life? They had been securely attached to mother. The Blocks have shown us how long lasting the legacy of loving is.

Wouldn't it be nice if all the children who entered into your kindergarten and first grade classrooms had been securely attached as babies? Many of them will not have been. You may have boasters, and you can tell the child's self-esteem is shaky. You may have angry fighters trying to protect their integrity. They, too, don't feel so good about themselves. You may have lots of passive kids: "Huh? I didn't hear what you said teacher, Oh, could you say that again, I didn't understand that at all." Some kids have given up already. So that loving and learning need to be two of your building blocks to get kids to

succeed. It's no good to tell yourself, "I'm a teacher. I came here to be a person to advance their intellectual development. I don't have skills to work with children to make them feel more loved." There are many resources to help learn loving communication skills, particularly PET courses, or courses that would use books that would help you with understanding how to build self-esteem in children (Briggs, 1970; Gordon, 1970).

Control and Competence

Another important investigation into early development is research by Dr. John Martin (1981). Dr. Martin, for his PhD dissertation, looked at little children at 10 months, 2 years, and 4 years of life, in interaction with their mothers. He tried to see if he could find out what interactions predicted: a) their competence with a stranger; b) their competence in terms of being fearless and going around a barrier in the laboratory to look for a strange toy that was making noise behind the barrier; c) their confidence in dealing with toys; and d) their confidence in dealing with people. He found that little boys who were more confident with people and with explorations by age 4, had been given a lot of control by their moms at 10 months of age. They had been allowed to choose if they wanted to be picked up, or when they wanted to go down. They had been allowed to choose to respond to a parent's smiley talking games and to choose when to tune the parent out and avoid over-stimulation. They had had more control over feeding tempos and amounts. No-one shoveled spoons of food into them if they had had enough. If they wanted to play a game they could get mama to stop by their crib and talk with them when they called out. Little girls' competence did not seem to be as vulnerable to lack of control in the early years. Boys needed this early control for later competence. Life is not too fair. Boy babies seem to be more vulnerable than girls. We know that boy babies die more in the first year of life. Boys are more vulnerable to have learning problems like

dyslexia, more behavior problems such as enuresis and aggressive acting out, and more reading difficulties. Boys are more vulnerable to lack of control in interactions with mothers. Girl babies seem to make it okay with a more cool mama, a more demanding mama, a less indulgent mama. Boys will not make it as well. In many classrooms preschoolers who are boys will be having more problems. Often boy toddlers in day care need a lot more indulgence of their deep body needs for comfort and their needs for some control. Some children need to choose activities and stay with them as long as <u>they</u> need to. If you run a classroom where, "now it's 10:20...we need to go to the lunch area, now it's 10:50, now we start a new activity," please think about a more <u>space</u>-centered than time-focused program.

One of the ways we ran our Children's Center in Syracuse (Honig & Lally, 1982), was to have four major areas: 1) large motor, 2) sensory experience 3) creative activities and 4) fine motor. Children could choose which areas they wished to play in. Materials are associated with each space. Peg-boards, poker chips and puzzles are all in the fine motor area. Dress-up clothes, playdough, housekeeping corner, and painting easels are in the creative experience area. Scents to sniff, things to feel and touch that are bumpy, wet, rough, smooth, round, etc., will be located in the sensory experience area. Children can thus choose areas to work in and stay as long as they need to. This gives preschoolers a sense of control. That doesn't mean you can't do a lot of <u>luring</u>. Children may have to be lured from one area to another, if they're not choosing much more than gross motor activity, for example. Some children from families who are inappropriately harsh or inattentive to children have lots of hyperactive energy. They may mostly choose to do running in the large muscle area. That's where your luring skills come in. So John Martin's work is very important because it shows us the vulernability

of small children and their needs for control over early stimulation and interaction. Pre-school teachers need to know this.

Sex Differences in Early Childhood Education

With Donna Wittmer, I have carried out research in ordinary daycare classrooms(not University research orientated day-care). These metropolitan centers serve low-income Title XX children, whose fees are paid by social services (Honig & Wittmer, 1982a; 1985). We found that although boys and girls were equally likely to be compliant (about 2/3 of the time) to a request of the teacher (like "Sit-down" or "Do you know what color this is?" or "Put your blocks away now, honey"), nevertheless, boys who are not compliant get significantly more teacher attention. What do you think is going on in pre-school teachers' heads? They think boys are going to be naughty...naughtier than girls, and they pay more attention to non-compliant males. Also, teachers actually gave more positive and negative attention to boys. Preschool boys get more attention than girls from adults during socialization. (See research review by Honig, 1983b). Researches confirm that girls have to be near the teacher to get some of their positive strokes. Boys will get talked to no matter where they are in a room. Boys get more attention even in newborn nurseries. Boys get punished more for not doing things that fathers think are sexually appropriate. Girls can be tomboys without getting so punished. I know some of you think that little boys in your class are the ones that are giving you trouble, but I want you to think about the facts that boys are more stressed, that boys need more nourishing and more control from their loving adults, and that boys are often getting a lot more negative attention from caregivers.

Some teachers seem to find it uncomfortable to say to little boys, "Oh how handsome you are." "Do you need a lap to sit on for a few minutes?". "Come on over love; I need to give you a hug." It worries me that in our

research there were some nurturing statements like that to girls and almost never to boys. Do you tell your little boys how handsome they are? Do you ask them, "Do you need a hug?" "I'd like to hold you for a while on my lap." If you do that you will help little boys to become toddlers who can come up to you and say, "I need a hug!" That's good! That's really neat! And you will be doing well with your boy children. The early childhood years offer opportunities for growth in competence and compassion. In society we are now stressing a move toward competence for girl children, which is wonderful! So many girl children have been brought up thinking they were not as competent as boys. But what I worry about is we are not stressing with male children the development of compassion or tenderness which is the great social skill persons need. Some social trends even seem to be suggesting that women should flee from traditional compassionate roles too. Let us not give up what is priceless! I see articles in women's magazines, such as "How to fire someone without getting upset!" Do you see that in magazines now? Why shouldn't you be caring - even in managerial positions. We can learn to do difficult jobs in more compassionate ways. I would like to see more children both male and female nourished in their competence and compassion. Further research we have done on sex differences in day care suggests that little girls get questions like, "Oh, where did you get that pretty dress?" "Who fixed your hair for you?" Girls get questions that involve their prettiness and their personal relations and boys get more questions like, "How do you build that?" "How do you fix that?" "Where could you find that?" (Honig & Wittmer, 1982b). Boys get more questions involving competence and girls get more personal questions.

Observation Skills: A Critical Teacher Tool

Do we think we're sexist as teachers? Goodness no! But you know something, we need to do a lot more observing - listening with our ears, looking with our

eyes, watching our hands and bodies interacting with children. One of the best ways you can help improve your work with children individually and with groups is to start observing your own interactions. Note how much you are nurturing the competence and the tenderness of boy children and girl children. Maximize both.

Language: A Powerful Tool for Young Children

Another important research area has to do with language development. You can find some of these researches reported in my Research Review (Honig, 1982b). Dr. Jean Carew published a book called "Observing Intelligence in Young Children" (1976) in which she reported on the in-home interactions of toddlers from 14 months to 3 years, with parents, grandparents, and babysitters. She had people (blind to the home-observation data) rate the competence of the 3 year olds. Carew was interested in intelligence test competencies and real life competencies. Then she went back into the home records of the least competent and the most competent preschoolers and looked for behaviors in the family that would correlate with the competence outcomes.

A very special style characterized the parents who had more competent preschoolers. Those parents had been more like teachers as well as loving parents. They had provided materials much as a pre-school teacher might provide: blocks, coloring crayons, papers to write on. They allowed children to do a little more messy things than the incompetent childrens' parents: wash dishes even when soap bubbles are all over the place; or play with finger paints; or help rake leaves, or help weed the flower bed in the garden. Competent preschoolers had been allowed to use blunt scissors to develop their fine motor skills. Their parents talked to them about what they were doing: "Wasn't that nice of Grandad to read you a special story last night." "Know what these yellow flowers are called - Daffodils! Come'on let's smell them. They have a fresh kind of smell. Not like a rose. But it's a nice smell. Let's arrange the daffodils in this beautiful jar." Parents of competent pre-

schoolers talked a great deal with their youngsters. Parents can talk while shelving groceries, doing housework, arranging flowers, etc. Home is a language-learning laboratory. I always say "make sure you have lots of 'TLC' at home": Tender loving care and the home as a total learning center.

Dr. Carew's preschoolers were all from two parent families. But in the competent childrens' families there had been much communicative interaction between fathers and the youngsters. Mothers of competent children did role playing. They played pretend games. The child might go into their closet, and stand among their clothes, while mother was making the bed. Kids like to do that when they're 2, 3 or 4 years of age. And mother might say, "Where's Joni? She came up with me when I came up to make the beds. I don't see her anywhere. Where could Joni be? Dad is going to be so upset when he comes home. Oh, let me go look in the closet. Oh, I see a little girl but that doesn't look like my Joni. Where could my Joni be?" Of course the preschooler is doubled up with laughter. She adores this game; she is giggling lots. She may even hide her face a little, thinking that will add to the pretend game even though her whole person is quite visible. This kind of pretend game turned out to be associated with competence. If you have used a variety of language inputs that are very concrete and realistic, such as: "Put your chair next to the table, put these skinny blocks with the skinny blocks: please wash your hands; give me the blue triangle" - then please try some pretend language games. In one household, Carew watched as a mother used a paddle in a pretend badminton game with her 26 month old toddler. There was no shuttlecock. The mother would say, "I shot the birdie a little too far. Could you go get it and hit it back to me?" The toddler would do so. Yet there was no birdie! They were both playing a very mysterious game of badminton! Sure keeps your lamps and furniture from breaking. So Carew's work has been impressive in confirming the importance of rich preschool language experiences. This research also showed that very little television was

permitted to the competent children. Competent children had TV restricted to 1/2 hour or 1 hour per day. In the U.S.A. now per day average TV watching time with a child in the home is 7 hours. Research shows that the more violent TV that a child watches to about age 8, the more likely that child is to be labelled by peers at age 18 or 19 as aggressive (Honig, 1983c; Eron, 1982). In competent children's homes, mothers and fathers in Carew's study restricted their children to programs like Sesame Street, Captain Kangaroo, Mr. Rogers Neighborhood, and other educational television programs for young children. These parents read a great deal with their young children.

Carew's research in California (1980) looked at different family daycare settings, with caregivers who were Hispanic or Black or White. She found no differences in intellectual outcomes for preschoolers as a function of kind of care or ethnicity of caregiver. She did find that preschoolers were brighter if the caregivers had provided "Language-mastery experiences" for the children. If a child had a lot of language mastering experiences, it didn't matter if she or he were in family daycare or reared at home. The child was scoring much better on pre-school intelligence tests. Allison Clarke-Stewart (1973) found the same thing when she looked at child rearing in the home, not in family center daycare. The most important variable that predicted competence (aside from loving, holding by mothers) was the amount of rich, language experience that mothers gave their little ones. Language experiences are the keys to later scholastic success. What is the conclusion? "Hook your Babies on Books" and "Make Language Beautiful for Children." In groups and individually, sing to your kids, chant to your kids, read poetry to your children, talk to them in different voice tones. Use your voice with lovingness and seductiveness and questioning and mystery and teasings and lovely jokings so that they know that language and voices and words are very special and they will love language.

Think about how many children, the moment they hear their mother or father's voice, startle, often run the other way because they know they're

going to be yelled at, or asked to come there for something they don't want to do? How many kids tune out a teacher who has just said what the assignment was because the voice is a painful thing? In school, language is not pleasant because many children live in worlds where teachers have cold zookeeper tones and mothers and fathers have harsh tones, or suspicious tones. I remember working with a retarded 10 year old in the waiting room of the pediatric ward. I think that's a marvelous place to work with parents because they're stuck there until the doctor can see them. The mother came up to the window where her son stood with me. "Why are you looking out the window?" "Did you pee in your pants?", she asked him sharply. "He always looks out the window and then he pees in his pants! Don't let him look out the window!", she ordered me. I simply turned and looked at her in puzzlement because I had been teaching him and asking, "Do you see the cars outside?" That's such a wonderful thing to do, to look out a window and see a <u>whole</u> car - you don't just get a piece of it. You get a good look from a parking lot to down below.

If a child hears only harsh voices why should he learn language in the classroom? Why should she learn to read and write? Remember that reading deals with written-down language. The new reader learns to decode spoken language that's been written into squiggles called letters. When toddlers first start to write, they scribble squiggles and think they're writing. Wonderful squiggles. Why should children think reading language is good? Why should they learn it for you in 1st grade? First you need to make language a marvelous, marvelous experience. When I was a daycare worker with poverty children in Coney Island, years ago, I had to take a train in the morning, down from Columbia University, 1½ hours on the train, 1½ home at night. I took care of preschoolers in daycare during the day, and when I put them to sleep at naptime in the summertime, out in the grass, on blankets, I'd bring

a book of poetry and read Marianna Moore and Garcia Lorca poems to them. They loved it! They loved the cadences of "Green, green, I love you green" Make language special! If you want a group to attend to you, use a voice that sounds loving and special. Another language researcher we need to know about is Dr. Frances Schachter (1981). Dr. Schachter observed 3 groups of mothers in a University daycare. She had black mothers who were middle class, white mothers who were middle class, and low income, welfare black mothers. She focused on the ways that mothers who participated in the toddler daycare classrooms talked with their little ones. She found amazing differences, not race or ethnic differences, but tremendous social class differences. Both the middle class groups, black mothers and white mothers, use language for reference, for redirection, refocusing. Low income mothers said, "stop" or "don't" or "quit it!" at least four or more times more often than other mothers, and if their children said something,low income moms were much less likely to pick up on it and respond with verbalizations to the verbal productions of their children. Schachter found crucial language differences tied to maternal social class and education.

Children need their language to be responded to. I was in a daycare once, in a Southern community, where they have fresh rolls and ripe strawberries, delicious, yummy strawberries. The children were seated around a snack table. Guess where teacher was? Washing out bibs in another corner of the room, not eating or talking about the sensory experience, the color, the taste, the juiciness, how nice it is to eat together. Oh there's nothing like eating together is there? Anyway, the children all had nametags that day because I was the consultant for that day to critique the whole center's operation, and I noticed that one little boy, let's call him Johnny, had finished his strawberries. He was looking the way kids look when they want something else to eat, and they're trying to be good and just sit there.

And, I said, "Johnny, do you want more strawberries? More? They're on the shelf over there. I see the little bowl. You can say to your teacher, "More please! More strawberries!" You notice I was doing the "M" a lot because he was being so quiet and she called over from the corner saying, "Dr. Honig, That's Johnny, he don't talk now yet, there's no use talking to him." Now, she was very cheerful. Her tone of voice said, "Gee, Dr. Honig, you really don't know our Center. You're just a stranger and you haven't been here so I'll wise you up." That teacher did not understand a fundamental principle: The more you talk with children in groups, and individually, the more language power they will have.

Physical Punishment and Child Competence

How important is the variable of physical punishment in relation to child competence? The most impressive research I know was done by a clinical psychologist, Dr. Ralph Welsh, who works with juvenile delinquents. He interviewed convicted juvenile offenders and he asked them in detail about the major methods their parents used in rearing them. Overwhelmingly, 95% of these youngsters had been beaten with objects and fists, chair boards, broken soda bottles, belt straps, etc.

In Dr. Carew's study of parenting in relation to children's intellectual development, parents who tended to use physical punishment, including such actions as putting scotch tape across a child's mouth for hours, had the least competent children at three years of age.

The Commissioner of Corrections in New York State reported in 1984 that almost half of the convicted adolescent delinquents had prior court records from early childhood. Their parents had been cited for neglect and/or abuse. These data suggest that unless we carry out far more preventive programming to teach child development and parenting skills early in school lives of children, cycles of inappropriate rearing and violence in society will increase.

Developing Prosocial Behaviors in Early Childhood

Helping young children develop into caring, empathic, sharing and helping persons should be an important goal of early childhood educators. According to Piagetian theory, a young child should not be able to "decenter", that is behave non-egocentrically and take the point of view of others, until the onset of the concrete operational period - at about 7 years of age. The early precursors of altruism lie however in the infancy period. Any teacher who waited until the end of the preschool period to build in concern and caring for others would be doing a grave disservice to young children and to society. Naturally, the forms of infant altruism may not be sophisticated from an adult point of view. A toddler who sees a baby crying may not have enough cognitive skills to know that this baby needs mother. However, the concerned toddler may go over and stroke the baby's hair , and murmur "Baby c'ying. Baby c'ying" in a consoling tone. Infant teachers see altruism at very young ages. A baby may take a zwieback, full of spit and mush out of his mouth and tenderly try to feed it to a favorite adult.

The most salient research in this area has been done by Drs. Marion Yarrow and Carolyn Waxler (1976). They gave tapes and cassette recorders to mothers of nine month old infants and 1½ year olds. They asked the mothers to record anything emotional that happened to the baby. Mothers recorded baby responses, and their own responses and what happened. Over the year, records of real life emotional events and baby's response to them became available. Examples would be: a child stubs a toe and cries; a child sees a mother scolding another baby in a supermarket; a child drops his ice cream cone into dirt. Some of the children developed as baby altruists very early in life. They tried to offer their teddy to a visiting baby who was crying and they looked sad and worried. If papa came home with a headache, they brought over their own blanket as a comfort for papa. If a visiting baby dropped a toy from a high chair tray, they retrieved the toy for the baby. When these children

were followed five years later, the baby altruists had remained prosocial and empathic toward others. Prosocial development seems to develop very early in life.

What are the characteristics of parents with children showing this early altruism? These parents were very responsive when their little ones were emotionally distressed. They stroked hair and murmured soothingly and physically comforted. Also, they were totally non-accepting of physical aggression as a means for their children to solve interpersonal problems. These children's parents would not accept hurting or hitting as a way of behaving to solve social problems with another child - absolutely not accepted! Think of all the parents who think that hitting is the way you solve your social problems. Dr. Caldwell, when she was principal in the school in Little Rock, where so much of her Kramer School Research went on, reported to me that she met parents in a car one day, going around and around the school yard saying to their child, "Show me the kid on the playground. Show me the one that beat you today, that hit you today, and you get out of this car and you beat him up. Or else if you don't, we'll give you twice the licking when you get in the car." That type of parenting situation will not get you a prosocial child.

Television and Prosocial Development

We have mentioned Carew's findings about too much T.V. and lowered child competence. How about prosocial behaviors in relation to television? Frederich and Stein (1973) observed children in outdoor free play with each other at a camp for the first two weeks. They also watched child interactions on the playground for the last few weeks of camp. During the in-between weeks of the nine week camp session, children viewed either an aggressive film, a neutral film or a prosocial film. The prosocial film was "Mr. Rogers' Neighborhood" every single day. Now some of you will groan. "But it's so bo-o-o-ring!" That program is meant for 3's, 4's, and 5's. And it works!

Children that were exposed to the prosocial film daily, particularly low-income girls, showed much more patience and sharing and prosocial behavior on the playground after weeks and weeks of having seen Mr. Rogers. So, if you're wondering what is an excellent film for pre-school children if they have to watch television, "Mr. Rogers' Neighborhood" is an excellent film for teaching children to be caring people. One of the major ways he does it is by modeling kindness and by telling children, "I care for you, I like you just the way you are. Are you my friend? I'd love for you to be my friend." A 4-year old once said to me, "You know what? He looks right in my eyes when he's on. He looks right in my eyes." "He's talking to me!" So this is an excellent television show for increasing and enhancing prosocial behaviors in children. The "Captain Kangaroo" shows are also good models of prosocial behaviors.

Child Abuse and the Early Childhood Classroom

Are there effects of daycare that we need to be worried about or that we need to be happy about for very young children? The SRCD consortium monograph (Lazar & Darlington (1982), specifies the effects of a dozen projects where children were cared for in special enrichment projects at preschool age and then they were interviewed when they were teenagers. For children of poverty and low-education families, high quality daycare is a big plus. Children were less likely to be left back in school. Children were less likely to be in special education classes. Children were less likely to have a juvenile delinquency problem or to have a brush with the law. Children were more likely to have some kind of job in their late teens. The Consortium work shows us that even the early intervention efforts, the pioneer ones,(where we were learning to do good things with young children and their families)were ones that had measurable effects that can save taxpayer money. Such findings hopefully will get your congressmen and your legislators to listen to your need for funds for young children, your need for work with smaller groups. In these projects, groups were often very small with a 4 or 5

to 1 child to adult ratio in the preschool classrooms. Positive effects of infancy intervention and enrichment programs are evaluated in a review article by Honig (1983a).

Effects of Daycare on Child Development

Abused children are court-ordered into daycare and ECE programs in some states as a respite measure for families and as an educational measure for the children. Drs. George and Main have delineated the characteristics of abused toddlers that ECE workers need to observe and be alert for. Looking at abused toddlers in daycare, she found marked differences were found between normal and abused toddlers. The abused toddler is used to a very hurtful cycle with an adult. He or she will try very hard to make you angry and mad and disgusted and discouraged. They only know those behaviors. If you are a teacher of an abused child you need to work with sensitive awareness and skills not to be hooked into giving into their angers and not to feel hurt by a child's behavior. For example: When you give eye contact and loving voice tones to abused toddlers they may not look directly at you. If you ask them to come to you, they're not as likely to walk directly to you; if they do come they may sidle up, in a way that makes you feel uncomfortable or irritable because they don't just walk in friendly direct fashion toward you. In terms of aggression in the classroom, most toddlers at times will bite, hit and pull hair, and a variety of interesting behaviors with peers to get their way instrumentally, that is, to get the toy they want or to resolve a space problem. Sometimes an abused toddler will aggress further - aggress against adults - kick at adults, spit at an adult. These behaviors are much rarer in normally developing toddlers. In later work, Londerville & Main (1981) studied abused toddlers brought at 21 months into a play session for testing with a testing lady who was very accepting and warm in the infant assessment situation. The abused toddlers were much less cooperative and compliant with the tester and with the play lady. In your group work with toddlers who may have been abused, you need to watch your own body responses very

carefully. Be sure that you do not give the child cues that you are being hooked into cycles of anger, rejection, hurt, and disapproval of that child. Such children have to get used to new loving interactions. They must learn to build basic trusting relationships with you. And that is why daycare is therapeutic, if you are the kind of person who doesn't allow yourself to be hooked into old negative scripts. Experts may say, "These children are disturbed. They need psychiatric help." Yes! Therapeutic help. Yes! You're it! You really are the therapist for the very young child who has been hurt and distressed in the family. Hopefully, there is some part of your project or some agency in the community that can work with the parents. But with your help those children can learn more appropriate ways of responding and behaving. You are the therapist! That may scare you - but, only through your modelling other loving modes of response will they learn empathic, prosocial interactions.

EARLY LEARNING IN GROUP CARE

What are some of the early cognitive learnings of children? Thousands of articles are available to help early childhood educators learn how young children develop cognitive skills during the first two years of life. Normally developing babies will learn that out of sight is not out of mind. Things hidden can be found again. Object permanence is the name of this learning. Autistic children may not learn object permanence in the first two years of life. They may focus rigidly on one twirling object. A normal child achieves object permanence within the first two years. In the first year, babies learn to coordinate vision and apprehension. What activities can you use to facilitate the development of these early skills? "Peek-a-Boo" is an excellent object permanence game. To facilitate coordination of vision and apprehension provide babies with safe, tasty, nutritious foods to pick up with their fingers. I have a wonderful recollection of a slow-motion film by Jerome Bruner, called "From Cup To Lip" where an infant sees a little milk in a cup. She starts to bring the cup up. Then she brings it further, past her own ear. She is surprised as

the cup disappears and her jaw drops open. She had opened her mouth in anticipation of milk, but she missed. Without object permanence she did not understand where the cup had gone. Provide foods and cups of milk and juice, so that babies can become good and competent handlers of objects. Some adults seem more naturally clumsy than others. I wonder how much fine motor practice they were given in their preschool years. Preschoolers need to feed themselves, to help with laundry, help with washing the dishes. Practicing housekeeping tasks will enhance their fine motor skills and increase their pride at being important helpers.

Understanding of means-ends and causal relationships also get built during the first two years of life. A child learns to use a tool to get a faraway toy. She can use a string to pull a toy into her hand. She can move her body up out of the highchair and reach for the food on the table. In some families she gets spanked for that! In group care you should be saying, "Oh, you wanted to reach the food. It was too far, so you were trying to reach out of your highchair. If you sit down I'll bring the bowl closer. You thought up a good way to try to get the food closer. You can ask for more. More food. I'll bring it for you so you stay nice and safe in your highchair." Do you play games going "Choo-choo-choo-choo" with a toy around your back so an infant creeps around you to find the toy? Play games with rocking chairs where you roll balls underneath so that babies learn to solve spatial detour problems. Babies will creep around the rocking chair in order to get the ball.

Children learn causal relationships in the first year. "If I do this action, this toy will do something interesting." What is one of the best causal toys to buy for your toddler group? If I do a procedure, then something interesting happens. Jack-In-The-Box! What's another one? Toy telephone. If I press the buttons a chime sounds. What's another one? Xylophone. If I use the stick and go "boom, boom, boom" it makes pretty music. What's another one? A pounding peg board. The pegs all disappear when I have finished pounding them down.

Construction of near and far space is learned in the early years. Suppose you don't have much money. What's a way to construct a near-and-far space game with a toddler? A bean bag and a waste basket will do to teach "Further" and "Nearer." Object permanence, means/ends relationships, causal relationships, spatial understandings (over,under, next to): How else can you teach these concepts to your children? When we line up to go down a hallway, you're standing next to Johnny. Put the big fat blocks under all the other small, thin blocks. Clean up time is probably one of your best times for teaching concepts that have to do with spatial understanding. Children need to learn new schemes, behavior patterns. Can your child learn to make a doggie walk across a table? Can your child learn to make a telephone work in dramatic play? Does he hold it up and say, "Hello,hello. "Bye." Sometimes toddlers put the handle down backwards so the phone is not spatially in place. Do you have lots of ring-stack sets so that they can learn spatial understanding? You need to have an empty space for the ring-stack pole to go through.

Between 2 and 6 years of age children develop classification ability based on new mental representational abilities. They can think of what things go together. Tables and chairs go together with couches. They are all furniture. Cups and saucers and spoons and forks go together. They are all things you eat with. Socks all go together and they are all placed in a separate pile from towels when I'm helping with the laundry. If you work in a daycare where you do laundry, do involve the children in a marvelous classification activity. I know nothing that is a more delightful perceptual matching task than to try to match plaid socks in the laundry basket. Laundry is one of the best sorting tasks and it doesn't cost much if you have lots to wash.

You need to be sure you're doing enough important classification work. So often I go into a group and the teacher has a bunch of cut-out triangles from cardboard or construction paper and a whole bunch of squares and a whole bunch of circles, and the kids are to sort the shapes. Does that really say

to them, to their guts, that this is important work? This classification activity? Sorting papa's socks, baby's socks, mama's socks, papa's pants, mama's underpants, baby's underpants - these are tasks far more important to a family compared to sorting circles and squares and triangles. When you're working with groups, it is very important in teaching classification skills to do things that are important to children. Laundry is a wonderful time. Putting away groceries is a wonderful time, if you have lots of cans and boxes of cereals. Do we put the cereal box next to the green pea can? They go in separate groups.

I think the best classification group activity in daycare is clean-up time. All the cars go with the trucks; all the blocks go with other blocks; all the soft dolls go with soft doll toys; all the books go in the book shelves. That's why I like activity-based group care; because the child's classification abilities are actually helped by the environmental arrangement. The environment says to the child, "In this area you can run, jump, climb, but you can't play with smaller toys such as puzzles." "In this area over here you can do more messy, more wet activities - water play, finger-painting, easel-painting, clay work, play-doh work; this is your messier, wetter kind of activity area." These are mental classifications that the child is developing in an activity-centered program: What materials go together in what places. Clean-up time is a marvelous group activity.

Seriation is another learning of the preschool years. Ordering objects, and toys for example: from shortest to tallest. What is the best activity you can do with a group? When you move through tranisition times, when you have to go out to the playground, children can line up by size. How about skinniest to fattest : use cars, cups, dolls or sneakers. Wettest to driest - what could you use for that? Washcloths or sponges. Hard and soft - what could you use for that? Rocks and a piece of cotton. Figure out interesting ways in which relevant materials that lend themselves to seriation can be used with your group. There are good commercial toys such as pegboards where you

line up the pegs until the last slot has the tallest peg in it. I suspect that children would also love if you let them take all the boots of the closet and line up shoes - all the way from tiny baby shoes to papa's big boots for going fishing! Pots and pans that are of graduated sizes make fine seriation toys. Such tastes, such smells, such bangings of important objects in the family's life. In the child's life. Kitty in the kegs and stacking tumblers are commercial toys for seriation. But whenever possible, provide seriation activities that are more naturally motivating to a child: finding the homey things that are a little bit bigger, a little bit fatter, a little bit wetter, a little bit softer, little bit harder, a little bit taller. Make marks on the wall so the children can see themselves getting taller and taller throughout the daycare years.

How Does Language Grow?

The earliest sentences are one-word sentences. A frantic call - "Juice", may mean, "I just spilled a lot of it, come clean it up for me." Or, "Juice" may mean, "I need more juice and I want it right now"! "Or, "Juice" may mean "You gave grape juice to Johnny and you poured my juice and it is not purple and I would like the same color." This early stage of one-word "holophrastic" speech is very difficult for some teachers to figure out. "Shoes" could mean, "Mommy bought me new shoes," "my shoes are too tight," "put my shoes on," "take my shoes off," "I've just kicked someone with them,"...all kinds of things! So we need to listen very carefully with early speech.

In the next stage of development the two word and three word phrases appear. What are some of the functions of these early speech productions? Agent action, object: "Papa throw ball," "doggie eat glove." Location: "Right dere." Negation: "No me want this 'sketti." Over-generalization of the past tense: I fallded down and hurted myself." Possession: "Mine!" "mine's toy," "mine's mommy," "mine's teacher." She can't bear sharing you with another. Possession, location, agent-action-object, agent-instrument and action-instrument. "Cut

knife." (Cut with the knife). This is telegraphic speech since toddlers leave out the little words such as "with." Some of your toddlers and preschoolers are still using telegraphic speech. Work on little words like "with," "on," "the." Are you aware of whether your children are able to express location, or agent-action-object? Can they use description: "stove—hot!" Do you stretch your children's speech by using the techniques called "Modeling and Elaboration." Model correct sentences. Say, "You don't have any more paste," if a child announces, "Teacher, I ain't got no more paste". Or you can say, "Right, you don't have any more paste". "You have no more paste." Modeling is a powerful tool. Correction rarely helps at all when children are first learning language rules. Constant modeling and long conversations help.

How about baby talk? When the one year old says, "wa-wa" and you're pretty glad because this is a delayed child and he's doing an eight month word when he's a year old already, do accept baby talk for now. You don't say, "Oh yes, honey. You would like a glass of water. That's made of H_2O and it's composed of oxygen with a hydrogen ion"...Well we just don't do that! That's poor "matchmaking" (Honig, 1982c). What is elaboration? If a child says to you, "Doggie" you say, "Yes, a nice furry doggie" or "Yes, a nice friendly doggie. He's wagging his tail." You do not say, "he's a quadruped with 4 legs. He comes in several different varieties. You can hunt with him or he can serve as a housepet." Be sure you keep language relevant to the particular level of the child. That doesn't mean that sometimes you don't say words that will help the child work harder cognitively to figure out what you mean. Use a new word, but in the context of other words that are very familiar to the child.

Do use poetry for the sheer beauty and aesthetics of language. Be careful to matchmake with language. Meet the match developmentally so you're not overwhelming a child with chattering or too many different words. Yet be sure not to stay at the "wa-wa" level when a child is able to grasp more language meanings and rules.

Impel a child toward ever more complex language. Use a variety of techniques. Use incongruity. Say the wrong thing in order to impel the child to correct you. When Johnnie dropped his sneaker, which was untied, from the top of our geodesic dome, Sandy Kahn, who was Johnnie's daycare teacher, said to him, "Oh Johnnie, you dropped your truck!" And he looked up at her, eye level, on top of the geodesic dome, his teacher who never made mistakes, and he felt impelled to say, "No truck...shoe!" And that was the most language we had heard from him all morning. So these techniques: incongruous speech, elaboration, modeling, reading, chanting, and singing, are excellent language techniques with your children.

POSITIVE DISCIPLINE TECHNIQUES

There are some excellent books on positive discipline techniques (Honig, 1985a; 1985b). Wolfgang and Glickstein (1980) in "Solving Discipline Problems" describe many possible discipline techniques you can use with children in groups. These range from non-obtrusive techniques such as looking at a child across a room to inter-active techniques such as Gordon's (1970) Active Listening, to more directive behavior-shaping types of methods. Children are very complex persons. What works one day with some, may not work the next day. And what starts out working with a child, such as more forceful technique, may not be needed shortly thereafter. You can then move to a much less directive approach as you build up a lot of affection in the classroom. I recommend you go through the whole book. Don't just choose the chapter of your choice. We need all the ideas we can use.

Try to role play how you would handle different discipline situations. How can you engage a child's cooperation? What could you be doing. Buy yourself a collection of discipline books full of ideas. Such books provide ideas for: exploring the consequences of actions, considering alternatives, stating the goal you have with this child, etc.

Another book which I find particularly helpful is called Helping

Aggressive and Passive Preschoolers Through Play, again by Charles Wolfgang (1977). He suggests techniques whereby a teacher sits in a special room with children having a lot of trouble with body control. The teacher helps the children find out where the limits of their bodies are so they can gain control over themselves. Wolfgang explains that a physically passive, withdrawn child when first brought out of passivity and non-cooperation may become over-impulsive and aggressive before becoming more normally cooperative. Always remember that children grow and change. The child may have sorrowful times at home. A technique that usually works, like raising your eyebrow or giving a little smile, may not work every time. You need to have a great many positive discipline techniques.

• Use admiration for 'tries'. "You tried so hard to get that top block on. Block towers are sure hard to build really tall. You were so careful the way you went up, over and tried to put that little block down. The tower has fallen down so much. That's really frustrating. But you tried so hard. You must be really proud of how hard you're working." Sometimes a daycare worker will say, "Dr. Honig, what do you mean 'Admire' tries. You don't know this kid in my daycare center. There is nothing he does that I can admire." I usually remind the caregiver,"Perhaps he's the best eater: maybe he's the best naptime rester; maybe he brushes his teeth so you have to buy him a new toothbrush every week; he wears it out. Tell him he's the best tooth brusher in the class. Tell him he has a real hearty appetite and you like the way he enjoys his food. Find something to praise, encourage and admire about your child."

• Use body caresses and body language to give your child control (put edges on his body so he doesn't fly out, go into screaming tantrums) and the message that his body is good. You like the feel of it, you like to hold and hug him. Use your hands for calming and your body for calming and use your body and your hands for teaching that the child's body is not dirty, bad,

unworthy. The child's body is good. That is your message. Do not be intimidated by the backlash from sexual abuse cases. Do touch your children. Don't fuss with their clothes all the time. I mean give loving touches and hug children in ways that communicate acceptance, and "I love you." Bodies are good. Lots of people think bodies are dirty: bowel movements and snot and spit and pee come out of them. True, but children are lovable anyway. If you want to smell something that's the most delicious, smell the top of a baby's head before much hair grows. That smell is out of this world! Enjoy little ones with nice round, fat, warm, tummies. Show children with your voice, your hands and eyes that you love them - you will have fewer discipline problems.

• Invite children who run restlessly in the classroom into different activities from ones they are used to. Invite them into new areas, new activities. Inviting is different from forcing.

• Ignore inappropriate behaviors that are foolish but that are not hurtful to other children. Somebody's clowning or being a little silly about something. Ignore it. Never ignore hurtful behavior. Dr. Bettye Caldwell's work on aggression (1977) in the school for which she was principal showed that everytime she ignored an aggressive behavior, the kids said, "Oh Dr. Caldwell - she don't mind if we hit each other. She don't do nothing to you. Even if you get sent to her office."

• Don't ignore aggressive behaviors. Do ignore inappropriate, silly, or immature behaviors. They can extinguish easily. Aggressions will not extinguish or go away, if you ignore them. The child will simply say, "Ah hah, it's ok. The grownup thinks it's ok for us to hit." And I've heard this in daycare. A 3 year old came home to one of my graduate students and she said, "Mom, it's ok for us to hit in school. Miss Katie don't do nothin! It's ok with her if we hit!" You must, every time you see an aggressive behavior, go over, make sure the hurt child is not too hurt, somebody takes care of him,

and take the aggressive child and say, "I cannot allow you to hurt another child. I cannot allow you to bite. It hurts Jennie. I will try to protect you from another child's hurting you. I do not want children to hurt each other. I do not want you to get hurt." Be very, very serious, and get all the power that your voice and eyes can give. Note this power. Have you ever laid a hand on a child's shoulder with so much power that they didn't move, and yet you didn't hurt them in the slightest? You have a lot of serious power. If children love you they don't like to see that serious look on your face. They don't like it at all. They prefer the look that says "I love you. I'm so glad you're here." That very serious look doesn't say "You're bad." It says "I cannot accept this behavior. It is not a good behavior. That's hurtful to people. It is unkind to them." Don't go on and on about it however, because some kids who are only used to negative attention will feel they've atoned, just by listening to a long lecture!

- Give a lot of attention when you catch children being good, acting appropriately.

- Provide many activity choices so if your children are just wandering and restless there will be enough things to keep them busy without trying to find another way to trip a child or interfere with another child. For example, if you have a space that is your creative activity area, don't just have 1 easel for 2 children and 1 hunk of playdoh for another 2 children when you have 8 children in a room. Have a variety of materials, such as sawdust with plastic dinosaurs in it. Make sure you not only have playdoh, but paints, clay, crayons, and a water play table. Be sure you have enough choices so children can be kept busy without having to interfere with one another.

- Arrange your environment so children are less likely to interfere with each other. I have been in a daycare where the book area was right smack in the middle of the big block area. Nobody could read a book because there were lots of large blocks all around. And if a kid did try to read a book

somebody might have really hurt them. I've been in centers where trikes were allowed to be ridden all over the large room. In the middle of the room was one low table for fine motor activities. A child might be knocked over or be scared of being knocked if she sat there. I saw no one playing with small muscle activities at that table. You can guess why. Be sure that you arrange your environment so there is less likelihood of aggression or hurting behavior, whether inadvertant or deliberate.

• Model considerateness and kindness. Be helpful. Tie shoelaces and look up and say "I'm so glad I noticed this. Now the laces are tied so you won't trip. It would feel bad if you fell down and got hurt. If you did that for a whole day you might see some other preschoolers who can't tie shoelaces at all try to tie another child's shoelaces the next day. (You know, they try wrapping the laces around and around). Model courtesy. If we want our children to say "Please and thank you" then guess what we have to say: "Please"; "Thank you"; "I really appreciated that"; "I was so glad you shared. That was very kind of you." "That was a big help to me. You were so helpful to Johnny. He couldn't reach that crayon by himself. Thank you for helping him out. I know you were busy with your game. That was thougtful!" Give the words. Give the helpful, kind words.

• Physically restrain a child who is out of control. Hold the child. Even if he/she is trying to kick and push against you, say, "I know you're feeling angry. I need to hold you and help you to get back into control." Convey totally that hurting other people is not acceptable.

• Don't be casual about aggression. Once a mother said, "I'm so afraid my 4 year old will kill the baby. He takes Richard's tennis racket out of the closet and is always going up to the crib and bopping the baby." Dr. Gordon in his PET book asked the mother, "Could you role play for us." She did that and in her tone said, mildly, "Don't do that. You could hurt the baby." Dr. Gordon asked, "How did you really feel?" She said, "I was so scared I

thought he'd knock the baby's head off!" How could you tell that? From her tone, of course. So be sure to use an appropriately serious tone and back-up your firmness with actions like "time-out" if you want children to take you seriously that hurting others is not acceptable.

• Use your body in the classroom to radiate a zone of safety. Position yourself and your co-workers to help children know that there are adults who have a span where their arms and their bodies can get to children to be helpful especially if they're about to explode with angry behaviors or feelings. Don't turn your back. Don't stay 10 feet away if there is a dangerous activity. At some playgrounds that I've been at, the adults stay far away, near the outside wall of the daycare center. They let children play where the children could actually get hurt on climbing equipment. Children need adults right there to talk about sharing, about patience, about taking turns. Use your body placement to form a zone of safety and security.

• Role-play and discuss emotions with your children. Sit in groups and ask, "What makes you feel happy? What did you ever do that made another child feel happy? A grownup feel happy? Tell me about a time some child did something that made you feel happy?" These are the Magic Circle questions of the Bessell and Polamares program. Talk about angry feelings. Talk about what kinds of things a person does that make a child feel angry or sad. That's after you've done some of the happy work.

• Give children outlets for some of their angry feelings. Let them pound a pillow. Let them pound a pegboard. Tell them they can take a crayon and scribble all over a big sheet of paper to show just how scribbly mad they feel. "What color crayons do you need to show me how mad you were when Joanie ran across the room and knocked down your block tower? She didn't notice you were building your garage there as she was trying to get to the other side of the room."

• If a child is having a problem with patience, refocus the child on

other activities. We focus and we redirect. We can't have a new trike for each of 30 kids. One child will have to use the tricycle, then others can have a turn. If you promise a child a turn next, then keep your promises. If you told Joanie that she can be the 5th one to use the trike, be sure that after Jerry, and Jimmy and everyone else has used it, you come over to Joannie and say, "You may have forgotten, but I promised you the trike after so and so used it." After two weeks of such behavior in the Children's Center daycare we no longer had a fight about our new red tricycle. I was amazed how much keeping promises helps to maintain peaceful relations among preschoolers. Do you know some children remember your keeping a promise or not keeping a promise for years. As grownups, can't you remember some of those feelings?

• Saturations techniques sometimes help to decrease actions such as spitting and biting. If children need to bite, take them into a bathroom. Have them bite, perhaps on one of those rubber circles that's a teething ring. "Bite some more. You really need to bite. You felt you needed to bite so bad that you hurt Johnnie. Bite some more. Bite again." Their jaws will get tired. The saturation technique is also useful for spitting. "Spit now, spit again. The toilet is for spitting. You can spit in the sink. We can wash it out with water. Spit some more. You needed to spit. Your were feeling you really had to spit. Here is a spitting place. Here is a spitting time." Saturation techniques.

• Techniques for handling discipline problems that are making you uncomfortable need to specify how and when a child can do an action. "You own the problem," as Dr. Gordon says in his PET book. Suppose the problem is masturbation. Some youngsters between the ages of 2½ to 6 years keep their hands in their pants all the time. You might tell them some things like "Touching your genitals, touching your penis or handling inside your pants are things that you can do in your bedroom or things you can do in your home or at naptime under your blanket on your cot."

Some people get upset seeing your hands in your pants all the time." A parent may say "When you go out with Auntie Jane shopping this afternoon, I don't want you to put your hands in your pants. There are other places and times you can do that if you need to do that." And I know one 34 month old child that reported after coming back from an outing with his babysitter "I didn't put my hands in my pants," Of course, he had them promptly in his pants later on. If you take away all possibilities of touching genitals you will have trouble with your little 3 to 6 year olds. They are discovering the pleasure of touching their genitals. And a penis is very visible. Right in front. It is harder to find a vulva. But a penis is very visible. For a discipline problem that involves your discomfort with sexuality or sensuality, give opportunities where or when these behaviors would be appropriate, and when inappropriate. So the child has some feeling that he won't have to be told to stifle all these physical needs.

Mirroring behaviors are suggested by Wolfgang to help the passive preschooler. Hold a child on your lap in front of a full-length mirror and name parts of the body: the cheeks, the chins, the necks, thighs and knees so the child gets a physical feel for how wonderful and right there and real that body is. Mirroring activity.

• Avoid messy activities with acting out angry children. Wolfgang suggests not allowing activities that are very messy to start out with in any of your groups if children are aggressive. He says there is too much potential for a loss of body control with messy materials when a child is aggressive. Start with mirroring activities. Then work on such activities as block playing and building activities, but not with messy fluid materials. They allow the child to create demons, to project all kinds of monster feelings. So that he splatters all over or goes wild with all the messy materials. Wolfgang does not suggest as a Freudian might, "Oh let him mess. It will get the mess out of his system." Wolfgang states that messing will trigger lack of control

and then you have to do all that holding and calming.

• Finally, think of positive behavioral alternatives. Encourage alternatives, encourage children to think of the consequences of their disapproved acts. Physically help a child who is getting terribly frustrated and is on the edge of losing control, by giving a little adjusting manual help for example, if she is trying to get that nesting toy into the box. Give unobtrusive physical help so that the child can keep control over the activity.

• Say what you "do" want. Instead of saying "Don't run, Johnny" and all he hears is the "run" part, say "Walk Johnny." Ride carefully," works better than "Don't knock her over with your tricycle. You're going to run over her with your tricycle. Don't run over her." He might run over her because "Run over her" is the part he's heard.

• Use materials to make the classroom feel "homelike". Decorate with colorful collages the children have made. Adorn your room with materials. If you have high ceilings put banner streamers so that the room seems warmer and cozier to kids.

• Lastly, use your body to convey the message that loving safe care is available. Love with your voice. Smile. Use words to tell a child, "You are special. You are important. I care about you. I'm here to help you grow and learn." Positive discipline is a struggle. Keep trying, so that the children you serve can flourish safely and grow well in your child care setting.

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